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## Curriculum for a course in keyboarding & personal applications

Delores A. Wynn

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California State University

San Bernardino

／ CURRICULUM FOR A COURSE IN  
KEYBOARDING & PERSONAL APPLICATIONS ／

A Project Submitted to  
The Faculty of the School of Education  
In Partial Fulfillment of the Requirements of the Degree  
of  
Master of Arts  
in  
Education: Vocational Option  
by

Delores A. Wynn, MA  
San Bernardino, California

June 1988

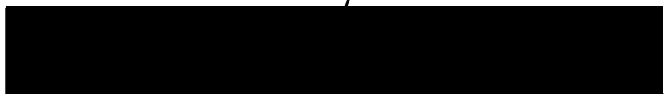

CURRICULUM FOR A COURSE IN  
Keyboarding & Personal Applications

by

Delores A. Wynn

June 1988

Approved by:

  
Advisor, Dr. Andrew Schultz  
Second Reader, Dr. Ronald Pendleton

# CURRICULUM FOR A COURSE IN Keyboarding & Personal Applications

(Abstract)

Delores A. Wynn

## Statement of the Problem

Too often the statements "I'm not going to be a secretary. I don't want to take typing and learn how to type business letters." are lamented by students, particularly males, who see the traditional typewriting course as a training ground for secretarial types and totally irrelevant for their needs. The inefficient and frustrating art of "hunt and peck" is prevalent in many classrooms that utilize computers for instructional purposes due to the fact that many students avoid the typewriting course due to its perceived irrelevancy. This project represents the development of a personal keyboarding class that would emphasize keyboarding skills for personal rather than vocational use. The keyboarding skills would, however, have application in an employment setting as well.

## Procedure

KEYBOARDING & PERSONAL APPLICATIONS was designed to complement the current vocational offerings in the three high

schools in the San Bernardino City Unified School District. Computer hardware and software that are currently in use in the three schools would be utilized in the proposed course in order to minimize costs. The central theme of the course was skill development on a microcomputer keyboard and application of that skill to basic word processing tasks for the production of school reports, personal letters, notes, and simple tables.

#### Description of the Curriculum

The curriculum consists of a course syllabus, course outline, lesson plans, instructor prepared handouts, and performance tests.

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## INTRODUCTION

### Statement of the Problem

#### The Objective

The objective of this project was to develop a curriculum for a microcomputer keyboarding class for high school students entitled KEYBOARDING AND PERSONAL APPLICATIONS. The following paragraphs demonstrate the need for such a class.

#### Context of the Problem

Computer usage has increased rapidly in recent years, and that expansion has made it necessary for all students to develop keyboarding skills in order to interact efficiently with microcomputers in schools, at home, or on the job. Computer keyboards have been found in a number of classrooms, auto repair shops, video stores, airline reservation counters, banks, pharmacies, factories, homes, and a wide variety of businesses. Traditional typewriting and word processing courses have always been appropriate for students who wanted to learn to format business letters and reports, arrange columnar tables, perform high-level production tasks, and engage in complex text-editing tasks demanded of office personnel. Those traditional courses, however, have not been appropriate for students who were only interested in the ability to use a computer terminal effectively. (Hanson & Rigby, 1983)

Because many students have been interested in personal rather than vocational use of the computer, they have not enrolled in either typewriting or word processing classes to learn keyboarding skills at all. A one-semester class of keyboarding was needed that would cover basic computer concepts, keyboard mastery, and basic word processing concepts and applications so that students would be able to input data accurately, prepare personal letters, school reports, and simple documents. Such a class would also attract more non-vocational students into the business education department and would help to boost declining enrollments.

Graduation requirements in academic offerings have increased in recent years in response to the current education reform movement, and vocational elective enrollments have been declining in order to accommodate those increases. Business instructors, therefore, need to consider those declining enrollments and take advantage of all opportunities for expansion of the business curriculum. Varnon (1984, p. 25) saw the inclusion of computer science in secondary school curriculums as an opportunity for business education teachers to bring every student into a business classroom:

Will we recognize the opportunity and accept the responsibility, or is our discipline--our profession--to be placed 'at risk' by a college preparatory curriculum and our own inability to grasp an unprecedented opportunity, the opportunity to bring every high school student into a business classroom.



A keyboarding class would provide an opportunity to bring students outside the business curriculum into the department.

The recognition of declining enrollments in business education in the writer's high school in the San Bernardino City Unified School District and the desire to provide coursework to satisfy the varying needs of students, led to the formulation of this project. During the 1986-87 school year, the business education teachers at one of the three comprehensive high schools in the District submitted a proposal to change the name of the typewriting course to keyboarding. The proposal required unanimous approval from the other two high schools for adoption. The remaining schools, however, opposed the name change because it was felt that the two courses were not interchangeable and that the title would have been misleading. It was believed that this project would, therefore, fill a need that was not being met by providing students with access to an appropriate keyboarding course. The curriculum will ultimately be submitted to the District for adoption.

### Problem Statement

The problem was that many high schools students were interacting with computer keyboards at school, at home, or on the job or will be required to do so in the future. Many have not acquired basic keyboarding skills and have not enrolled in traditional typing classes because they did not

want to learn the office-style production that was emphasized in those classes.

### Purpose of the Project

The purpose of the project, therefore, was to design a one-semester course that included keyboarding and basic personal applications of word processing on a microcomputer. The keyboarding course was not designed to replace the traditional typing or word processing courses. The three courses meet different needs and complement each other in the business curriculum.

### Definitions

Touch inputting

The process of being able to read copy and transmit what is seen to the fingers without having to look at the fingers.

Keyboarding

Inputting on a typewriter or computer keyboard that requires no decision making beyond key selection.

Typing/Typewriting

Inputting on a typewriter or computer keyboard that requires keyboarding AND format and placement decisions.

### Assumptions

It was assumed that:

1. Students need basic keyboarding skills because of the likelihood that they will encounter computer terminals at school, on the job, or at home.
2. Many students have not learned proper keyboarding skills because they were not interested in the office-style production work that was emphasized in the traditional typing class and consequently elected not to enroll in a typing class.

### Delimitations

The keyboarding class was designed for instruction on the Tandy 1000 microcomputer utilizing Deskmate software.

### Limitations

This project was limited by the expense that would have been necessary to preview numerous software programs for adoption for the proposed curriculum.

### Significance of the Project

The traditional typewriting and word processing courses has not met the needs of many students who simply wanted to

learn keyboarding and basic application skills as a means of interfacing effectively with computers. This project has resulted in the development of a course that would provide an alternative for those students.

### Summary

The introductory section identified the problem that was addressed and the proposed solution through curriculum development. Additionally, the section identified a means by which business education teachers can increase declining enrollments by serving vocational and non-vocational students alike.

### Organization of the Remainder of the Project

The remainder of the project included a review of the literature on keyboarding, the methodology that was used to complete the project, a conclusion, a comprehensive bibliography, and the curriculum for the proposed course. The curriculum was comprised of a course outline, lesson plans, performance evaluations, a course syllabus, and information handouts.

## REVIEW OF THE LITERATURE

### Introduction

The review of the literature included current opinions from experts in the field about the four major areas of concern regarding keyboarding: the value of the skill, the difference between keyboarding and typewriting, teaching approaches, and course objectives. Keyboarding skills were addressed in numerous business education periodicals, however, with the exception of keyboarding textbooks, no other books on the subject were found.

### Literature Summary

Franklin (1983, p. 2) summarized the consensus of the literature on the value of keyboarding when he concluded that "The skill of typing [keyboarding] is becoming more essential to our society as we become more computerized." Further substantiation for the value of keyboarding came from Ownby and Perreault (1983) in an article in which they reported that keyboarding was not a futuristic topic because students in many curriculums, and particularly in business education, interacted regularly with keyboards as more and more classes have provided computers as problem-solving tools. That article further highlighted the frustration that was experienced by those who could not keyboard by touch and the reality that neither schools nor businesses can afford the

inefficient use of computer time. If the computer is to be used for improving productivity, then the user must be able to concentrate on the procedure for solving the problem and not on the operation of the machine. Another major topic of the literature was the difference between typewriting and keyboarding. Alexander and Dickey-Olson (1983) reported that some people were promoting the idea that a keyboarding class was really a typing class with a new name. Experts in the field did not agree with that idea.

Many experts in business have noted a distinction between keyboarding and typing. For example, the Policies Commission for Business and Economic Education (1984) adopted the position that typewriting and keyboarding are not synonymous because the focus of a keyboarding course is on input rather than output. Beaumont (1981) differentiated between keyboarding and typing based on their purposes--the typist uses equipment on a full-time basis to produce a final product; keyboarding is used as a tool incidental to the person's primary responsibility. Crawford, Erickson, Beaumont, Robinson, and Ownby (1983) defined keyboarding as the inputting or recording of keystrokes and typewriting as the arranging (formatting) and typing of letters, tables, and reports. Thus, typewriting includes keyboarding but goes beyond the manipulation of the keys. Teaching approaches to keyboarding were discussed and compared.

Keyboarding was considered a relatively new course in the business curriculum, and the most effective instructional method has not yet been determined. In 1983, D'Souza indicated that the dilemma that confronted business educators was the most efficient and effective delivery system in presenting keyboarding skills to the diverse keyboarding audience. The three major instructional methods were identified as computer-assisted instruction packages which are computer directed and provide the opportunity for students to progress at their own pace; commercial word processing software, the accompanying manual, and teacher direction; and a keyboarding textbook combined with teacher direction. Research results noted by Schmidt & Stewart at the Virginia Polytechnic Institute (1983) revealed equal advantages and disadvantages associated with each approach.

The main advantage of the computer-assisted method was that it provided individualized instruction so that the student could advance at his or her own pace as well as immediate feedback to correct or confirm the student's response. The teacher's workload was reduced because the computer maintained the student performance records and eliminated the need for teacher grading and recording. The computer-assisted method was not suited for all students, however. There were students who found keyboarding too complex a skill to learn without direct teacher assistance. The lack of direct teacher guidance, consequently, represented the primary disadvantage of the computer-assisted

method and the main advantage for the teacher-directed methods. Many students lacked the motivation required to work independently or needed frequent teacher feedback and reinforcement. Instructional objectives for a keyboarding curriculum were outlined in the literature.

The basic instructional objectives that were recommended for keyboarding courses were consistent across the literature and included the following:

1. Development of speed of 25 to 40 words a minute.
2. Development of accurate touch method of operation of the alphabetic, numeric, and symbol keys as well as the ten-key pad.
3. Development of an understanding of basic computer vocabulary and concepts.

### Summary

The review of the literature began with expert opinions about the value of keyboarding and the differences between keyboarding and typewriting. Teaching approaches and recommended instructional objectives were also discussed.



## METHODOLOGY

### Introduction

This section will detail how the project was carried out. First, the development of the course materials, lesson plans, student performance evaluations, course outline and course syllabus will be discussed in the curriculum design section. Next, the student population that will be served by the course will be described. An estimate of the cost of developing the project will be given, and the calendar of events will be outlined. The section will conclude with a summary.

### Curriculum Design

Since this course was developed for instruction on a microcomputer, it was determined that the students would need initial basic instruction about starting the computer and initializing the application program, diskette handling and care, using the function and control keys, and exiting the program. Information handouts were developed by the writer to cover those topics. The instructional method was centered around teacher direction and a basic keyboarding textbook in order to develop the students' skill on the alphabetic and numeric keys and the ten-key pad. The materials for the personal word processing applications included several writer prepared handouts and lesson assignments from the textbook

and computer operation manual. Daily lesson plans incorporated instructional strategies by which students would be able to achieve the course objectives.

Each lesson was designed around the following four-step format which was adapted from the seven-step lesson plan developed by Doug Russell and Madeline Hunter (1977):

1. The Objectives. The goal of the instruction and the student performance objectives.
2. Instructional Input/Modeling. Information that the teacher determines is needed by the students to accomplish the present objective and the teacher's means to achieve that objective as well as teacher demonstration or establishment of a process to help students articulate thinking while proceeding in the assignment.
3. Checking for Understanding. Observation of students' performance or sample questions (public, private, or written) to determine learning.
4. Guided Practice. Teacher observation as students perform the assigned task(s).

Performance evaluations were designed to measure student progress at mid-quarter and at the end of the quarter after the students had an opportunity to develop appropriate skill levels.

The focus of the class was on skill development, therefore, it was determined that student success would be

measured by the student's ability to keyboard by touch with correct fingering at 30 to 35 words a minute for three minutes by the end of the course as well as the student's ability to transfer learned skills to practical application. Practice materials and documents were created or assigned that would reveal mastery of basic concepts and skill transfer on a daily basis; however, those products were not meant to represent a major portion of the overall grading. Although keyboarding instruction must borrow from the standards established for typing instruction, the accuracy standards that have long been applied to typewriting were not appropriate for keyboard instruction nor have they succeeded in producing a large percentage of accurate typists in the past.

According to Rhodes (1987), student error norms in typing have remained unchanged over the years. He concluded that as we move from the typewriter to the computer keyboard, we can expel the accuracy myth from our skill development activities. The ease of error correction from the screen encourages top keystroke speed. The instructional process in the keyboarding curriculum, therefore, was designed to emphasize the development of the "technique-with-appropriate-speed" approach (Russon & Wanous, 1973, p. 154) wherein the cause of the errors is of first importance. The development of proper technique combined with speedy striking and

releasing of each key would then facilitate keyboarding skill. Teacher observation, preceded by teacher demonstration and followed by individualized corrective prescriptions for each student, have been deemed as crucial factors in the development of correct technique. According to Russon & Wanous (1973, p. 155), "This observation must be on the students' pattern of action rather than on the result of the action." Therefore, the process of technique and skill development in the keyboarding class was considered more important than the products that would result from the students' daily practice.

A course outline and course syllabus were included in the project in order to summarize the course content and requirements. No prerequisite was assigned to the class, and open enrollment was established for all high school students (grades 9-12) so that students would be able to develop personal keyboarding skills at any time during their high school careers.

The growing use of microcomputers in schools has dictated that students possess keyboarding skills as early in their school careers as possible. Students who did not acquire keyboarding skills in junior high school or who did not become proficient on the keyboard at that time would have an opportunity to develop their keyboarding skills at any time. The cost of developing the curriculum was minimal due to the writer's resources.

Diskettes, paper, and printer ribbons cost approximately one hundred dollars. The writer had an up-to-date library of keyboarding/typewriting textbooks and periodicals as well as access to the Tandy 1000 computer and the Deskmate software that was used for the course. The course was designed for the Tandy computer and software due to the fact that the three comprehensive high schools in the San Bernardino City Unified School District were equipped with those machines. The Deskmate software was packaged with the computers. The cost of implementing the course, consequently, would be limited to the cost of textbooks and diskettes for students' files. The events of the curriculum development project occurred in accordance with the timetable that was established below:

Nov-Dec 1987	Examined textbooks and software.
Jan-Mar 1988	Wrote course objectives, outlines, and lesson plans.
April 1988	Finalized curriculum and prepared an abstract.
May 1988	Submitted project for final approval.

## Summary

The methodology section proceeded with a discussion of the course materials, lesson plans, performance evaluations, course outline and course syllabus. Next, the student population that will be served by the course was described. The section then ended with a cost estimate and the calendar of events.

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## CURRICULUM MATERIALS

CURRICULUM FOR A COURSE IN  
Keyboarding & Personal Applications

by

Delores A. Wynn

June 1988

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## COURSE DESCRIPTION

COURSE TITLE: KEYBOARDING & PERSONAL APPLICATIONS

GRADE LEVEL: Grades 9-12 (Boys and Girls)

LENGTH OF COURSE: One Semester

PREREQUISITE: None

TYPE OF COURSE: Elective, Vocational, Skill Development

DESCRIPTION: Keyboarding & Personal Applications is a one-semester course designed to help students become proficient at keyboarding on a microcomputer keyboard and to apply that skill to basic word processing applications for personal use.

BASIC TEXT: Basic Keyboarding & Typewriting Applications, (Including Numeric Keypad Instruction), Crawford, Erickson, Beaumont, Robinson & Ownby, South-Western Publishing Company, 1986.

SUPPLEMENTARY TEXT: A Practical Guide to the Tandy 1000 SX, Owner's Manual, Tandy Corporation, 1986.

SUPPLEMENTARY TEACHING MATERIALS: Deskmate Software, Tandy Corporation, 1986.

FastType Typing Tutorial Program, Trendtech Corporation, 1986.



## KEYBOARDING & PERSONAL APPLICATIONS

### Course Outline

#### MODULE I - Computer Operation, Alphabetic, Numeric and Symbol Key Skill Development

##### A. Getting Started

1. Diskette Care
2. Microcomputer System and Keyboard
3. Starting the Lesson
  - a. Loading the Application Program
  - b. Document Filename Assignment
4. Ending the Lesson
  - a. Printing
  - b. Exiting the Application Program

##### B. Alphabetic Keyboarding Skills

1. Body and Hand Position
2. Alphabetic Keys (Lessons 1-15)
3. Machine Parts
  - a. Space Bar
  - b. Return (Enter) Key
  - c. Shift Key
  - d. Caps Lock Key
  - e. Tabulator Key
4. Technique and Speed Development (Lessons 16-30)
5. Proofreader's Marks
6. Keyboarding from Rough-Draft Material
7. Word Division Rules
8. Performance Test #I

- C. Using the Backspace Key for Corrections
- D. Automatic Wraparound
- E. Using the Arrow and Delete Keys for Corrections
- F. Numeric and Symbol Keyboarding Skills
  - 1. Numeric Keys 0 - 9 (Lessons 26-30)
  - 2. Introduction to the Symbol Keys (Lessons 31-35)
    - a. Dollar Sign
    - b. Percent Symbol
    - c. Ampersand
    - d. Dash/Hyphen
    - e. Apostrophe
    - f. Underline
    - g. Exclamation Mark
    - h. Quotation Marks
    - i. Asterisk
- G. Performance Test #II

#### Module II - Numeric Keypad Skill Development

- A. Home Row Keys (4, 5, 6), Zero, and Enter Key
- B. Fourth Row Keys: 7, 8, and 9
- C. Second Row Keys: 1, 2, and 3
- D. Decimal Point
- E. Data Entry and Editing

#### Module III - Personal Applications -- Basic Word Processing Skill Development

- A. Personal Notes
  - 1. Calculating and Setting Line Length
  - 2. Setting Line Spacing
  - 3. Setting Top Margins

4. Basic Error Correction
  - a. Insert
  - b. Replace
  - c. Delete
5. Formatting in Block Style
6. Editing Documents
7. Directory Management
8. Deletion of Unwanted Files
- B. Personal Business Letters
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- C. Envelope Preparation
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  3. Footnotes
  4. Outlines
  5. References
- H. Employment Documents
  1. Resume Preparation
  2. Letters of Application
  3. Employment Applications
- I. Performance Test #IV

# KEYBOARDING AND PERSONAL APPLICATIONS

## Course Syllabus

Keyboarding is a skill that almost everyone will use at one time or another--at home, on the job, or in school.

Keyboarding & Personal Applications is a one-semester course which is designed to teach you to keyboard by touch (without looking). The instruction will take place on a microcomputer; however, your skill will be transferable to any typewriter, word processing or data processing equipment because of the similarity of the arrangement of the alphabetic and numeric keys.

At the end of the course, you should be able to:

1. Operate the alphabetic and numeric keys by touch at a speed of 35 words per minute for three minutes with a maximum of three errors.
2. Operate the numeric ten-key pad by touch.
3. Understand the purposes of the various function keys on the computer and operate them skillfully.
4. Set line length and vertical spacing.
5. Handle, insert, and remove floppy diskettes properly.
6. Initialize the operating system of the computer, use and exit the application program.
7. Keyboard, format, edit, and print personal letters, notes, school reports, and simple columnar tables.
8. Develop skill in proofreading your work.
9. Apply the basic rules of word division.

## Grading Procedure

The final course grade will be determined by your performance in the following areas and on the following percent scales:

### First Quarter

Speed Attainment (50%)  
(Three-minute timed test)

25 wam	A
22 wam	B
20 wam	C
19/below	D

Practice Exercises (25%)

Performance Tests (25%)  
(Including 10-Key Data  
Entry Test)

### Second Quarter

Speed Attainment (40%)  
(Three-minute timed  
test)

35 wam	A
32 wam	B
30 wam	C
29/below	D

Daily Assignments  
(40%)

Performance Tests  
(20%)

## Required Materials

Basic Text: Basic Keyboarding & Typewriting Applications  
(Including Numeric Keypad Instruction),  
Crawford, Erickson, Beaumont, Robinson & Ownby,  
South-Western Publishing Co. (provided).

Materials: You will need to provide typing paper and a work folder. The work folder will contain all work in progress, completed assignments, and handouts. This folder should remain in the classroom.

Dictionaries are provided.

WELCOME TO THE CLASS AND HAPPY KEYBOARDING!!

ALPHABETIC, NUMERIC, AND SYMBOL KEY  
SKILL DEVELOPMENT

## LESSON PLANS/OBJECTIVES

### LESSON 1

#### OBJECTIVES

The goals of this lesson are:

- (1) To acquaint students and teacher and to create a positive atmosphere.
- (2) To introduce the students to the course objectives.
- (3) To discuss the value of keyboarding and word processing skills.

#### INSTRUCTIONAL INPUT/MODELING

Teacher and all students will stand and state their first and last name using a positive adjective in front of their first name that begins with the same letter as the first name, i.e., "My name is Dynamite Delores Smith." Students may tell the rest of the class something about themselves if they choose.

Teacher will discuss the course syllabus and answer questions regarding the course.

Teacher will lead a discussion on the value of keyboarding and word processing skills and solicit student input.

## LESSON 2

### OBJECTIVES

The goals of this introductory lesson are for the students to learn to use the parts of the computer that will facilitate a blank screen for their daily keyboarding practice, insert and remove diskettes properly, and use the operating manual to obtain basic information.

Students will:

- (1) Locate and operate the on/off switch on the computer.
- (2) Adjust the brightness and contrast controls on the monitor.
- (3) Read the teacher-prepared handout on "Getting Started," (Appendix A) and insert in work folder for future reference.
- (4) Insert the program diskette and load the Deskmate word processing program for the Tandy 1000 computer.
- (5) Insert the data diskette for files.
- (6) Return the diskettes to their protective envelopes after exiting the system.
- (7) Read the introduction section in the Tandy 1000 manual and answer handout questions regarding the computer system and the keyboard (Appendix B).

### INSTRUCTIONAL INPUT/MODELING

Teacher will use lecture and demonstration for student guidance in achieving the above objectives.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice and public answers to sample questions.

### GUIDED PRACTICE

Students will enter and exit the application program as a group and individually under teacher observation.



## LESSON 3

### OBJECTIVES

The goals of this lesson are for students to learn to use the computer hardware and software for their practice lessons, proper body position and keystroking technique, and the home keys.

Students will:

- (1) Recite the rules for diskette care, insertion and removal.
- (2) Turn the computer on, adjust the screen, load and exit the application program.
- (3) Demonstrate proper keyboarding technique:
  - (a) Eyes on the material being keyboarded.
  - (b) Feet flat on the floor.
  - (c) Body erect.
  - (d) Forearms parallel to the slant of the keyboard.
  - (e) Wrists low.
  - (f) Fingers curved.
  - (g) Quick, sharp finger strokes on the keys.
- (4) Keyboard the home keys (a s d f j k l ;) and operate the space bar and return keys.
- (5) Proofread this and future lessons and circle errors.
- (6) Print the practice lesson by depressing the PRINT key.

### INSTRUCTIONAL INPUT/MODELING

Teacher will use discussion to review previous learning. A color-coded wall chart will be utilized to point out the keyboard configuration and proper finger positions each time new keys are introduced or reviewed. Teacher will demonstrate proper body position and keyboarding technique. Teacher will also suggest strategies for effective proofreading: read material once for meaning and a second time for error detection, read each line backward, and read the material after it has become cold and less familiar.

## CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

## GUIDED PRACTICE

Students will keyboard and print practice lesson 1, pages 3 and 4 (home keys and space bar).

## LESSON 4

### OBJECTIVES

The goals of this lesson are for students to improve their keystroking and spacing technique.

Students will:

- (1) Keyboard home keys.
- (b) Keyboard letters, words, and phrases utilizing the home keys.

### INSTRUCTIONAL INPUT/MODELING

Teacher will model correct body position and keystroking technique. Teacher will observe students' body position, spacing, and keystroking techniques and correct students as necessary.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 2, pages 5 and 6.

## LESSON 5

### OBJECTIVES

The goals of this lesson are for students to improve their technique on the home keys and the space bar.

Students will utilize the menu-driven Fastype typing tutorial program which contains practice exercises for individual characters, word groups, phrases and paragraphs. Feedback on the length of the lesson in characters, number of errors made, accuracy rate, and speed are fed back to the student at the end of each exercise line.

Students will:

- (1) Enter and exit the Fastype tutorial program.
- (2) Select the practice option for home keys and space bar.
- (3) Practice the home keys and space bar.

### INSTRUCTIONAL INPUT/MODELING

Teacher will direct students in the startup, use and exit of the tutorial program.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Practice letter drills and three-word group drills for the home keys and space bar.

## LESSON 6

### OBJECTIVES

The goals of this lesson are for students to review the home keys, improve keystroking technique, and to learn new keys: h, e, and o.

Students will:

- (1) Keyboard home keys for review.
- (2) Read and follow the standard plan for learning new keys:
  - (a) Find the new key on the keyboard chart in the text.
  - (b) Study the reach-technique drawing in the text.
  - (c) Identify the finger to be used for the new key.
  - (d) Curve the fingers into position in the home-key position.
  - (e) Watch the fingers as they reach to the new key and back to home position several times.
  - (f) Keyboard each line twice.

### INSTRUCTIONAL INPUT/MODELING

Teacher will guide students through the standard plan for learning new keys and model the correct reaches and fingering for the new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 3, pages 7 and 8.

## LESSON 7

### OBJECTIVES

The goals of this lesson are for students to improve their keystroking and spacing technique and to learn new keys: t, i, the left shift key, and the CAPS lock key.

Students will:

- (1) Keyboard review lessons and technique drill.
- (2) Follow the standard plan for learning new keys.
- (3) Keyboard drills for the left shift key and capital letters.
- (4) Keyboard practice lessons which include the new keys.

### INSTRUCTIONAL INPUT/MODELING

Teacher will model fingering for the new keys and guide the students through the standard plan for learning new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 4, pages 8 and 9.

## LESSON 8

### OBJECTIVES

The goals of this lesson are for students to review all keys learned and improve their keyboarding technique.

Students will:

- (1) Recite the features of correct keyboarding position.
- (2) Keyboard review lessons.

### INSTRUCTIONAL INPUT/MODELING

Teacher will query students on the features of correct keyboarding position and list those features on the chalkboard.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 5, pages 9 and 10.

## LESSON 9

### OBJECTIVES

The goals of this lesson are for students to improve their keystroking technique and to learn new keys: r, . (period), and the w.

Students will:

- (1) Keyboard technique-building exercises.
- (2) Follow the standard plan for learning new keys, and keyboard the new keys.

### INSTRUCTIONAL INPUT/MODELING

Teacher will guide students through the standard plan for learning new keys and model the correct fingering and reaches for the new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 6, pages 11 and 12.



## LESSON 10

### OBJECTIVES

The goals of this lesson are for students to improve their keyboarding technique and to learn new keys: n, g, and right shift key.

Students will:

- (1) Keyboard review lessons and technique drill.
- (2) Follow the standard plan for learning new keys.
- (3) Keyboard drills for right shift key practice.
- (4) Keyboard practice lessons which include the new keys.

### INSTRUCTIONAL INPUT/MODELING

Teacher will model fingering for the new keys and guide students through the standard plan for learning new keys.

### CHECKING FOR UNDERSTANDING

Teacher will observe students during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 7, pages 12 and 13.

## LESSON 11

### OBJECTIVES

The goals of this lesson are for students to improve their space-bar, shift key, and keystroking technique.

Students will keyboard practice exercises once from dictation and once at their own pace.

### INSTRUCTIONAL INPUT/MODELING

Teacher will dictate technique drills at a rapid pace encouraging students to speed up on easy words and to keyboard at a slower steady pace on harder words.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 8, pages 14 and 15.

## LESSON 12

### OBJECTIVES

The goals of this lesson are for students to improve keyboarding technique and to learn new keys: u, c, and p.

Students will:

- (1) Keyboard review lessons and technique drills.
- (2) Follow the standard plan for learning new keys.
- (3) Keyboard practice lessons which include the u, c, and p keys.

### INSTRUCTIONAL INPUT/MODELING

Teacher will model fingering for the new keys and guide students through the standard plan for learning new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 9, pages 15 and 16.

## LESSON 13

### OBJECTIVES

The goals of this lesson are for students to improve keyboarding technique and to learn new keys: y, x, and the comma.

Students will:

- (1) Keyboard review lessons and technique drills.
- (2) Follow the standard plan for learning new keys.
- (3) Keyboard practice lessons which include the y, x, and the comma.

### INSTRUCTIONAL INPUT/MODELING

Teacher will model fingering for the new keys and guide students through the standard plan for learning new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 10, pages 17 and 18.

## LESSONS 14-15

### OBJECTIVES

The goals of these lessons are for students to improve keyboarding technique, and to measure speed and accuracy using the FasType tutorial program.

Students will:

- (1) Complete practice exercises for lessons 1-8 for the following keys: home keys, space bar, e, i, r, u, g, n, t, y, u, o p, c, n, and x.
- (2) Complete practice exercises for 4-word groups and paragraphs.

### INSTRUCTIONAL INPUT/MODELING

Teacher will direct students on how to load the tutorial program and select the appropriate lessons.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

FasType tutorial drills.

## LESSON 16

### OBJECTIVES

The goals of this lesson are for students to improve space-bar, shift key, return, and keystroking technique. Students will keyboard practice lessons designed for improvement in those areas.

### INSTRUCTIONAL INPUT/MODELING/CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 11, pages 18-19.

## LESSON 17

### OBJECTIVES

The goals of this lesson are for students to improve their keyboarding technique and to learn new keys: m, z and the colon.

Students will:

- (1) Keyboard review lessons and technique drills.
- (2) Follow the standard plan for learning new keys.
- (3) Keyboard practice lessons which include the m, z and the colon.

### INSTRUCTIONAL INPUT/MODELING

Teacher will model fingering for the new keys and guide students through the standard plan for learning new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 12, pages 19-20.

## LESSON 18

### OBJECTIVES

The goals of this lesson are for students to learn new keys: b, q, and the question mark.

Students will:

- (1) Keyboard review lessons and technique drills.
- (2) Follow the standard plan for learning new keys.
- (3) Keyboard practice lessons which include the b, q and the question mark.

### INSTRUCTIONAL INPUT/MODELING

Teacher will model fingering for the new keys and guide students through the standard plan for learning new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 13, pages 21-22.



## LESSON 19

### OBJECTIVES

The goals of this lesson are for students to improve their keyboarding technique.

Students will:

- (1) Keyboard technique improvement drills.
- (2) Keyboard 30-second drills.
- (3) Compute gross words per minute at the end of a series of drills.

### INSTRUCTIONAL INPUT/MODELING

Teacher will time students in 30-second increments encouraging students to reach a higher goal each time. Teacher will present the procedure for determining gross words per minute.

### CHECKING FOR UNDERSTANDING

Teacher will check students' computation of their final drill for accuracy.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 14, pages 22-23.

## LESSON 20

### OBJECTIVES

The goals of this lesson are for students to improve their keystroking technique and to learn new keys: v and the tabulator key.

Students will:

- (1) Keyboard review lessons and technique drills.
- (2) Follow the standard plan for learning new keys.
- (3) Keyboard practice lessons which include the v and the tabulator.

### INSTRUCTIONAL INPUT/MODELING

Teacher will model fingering for the new keys and guide students through the standard plan for learning new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 15, pages 23-24.

## LESSON 21

### OBJECTIVES

The goals of this lesson are for students to check their keyboarding technique and speed.

Students will:

- (1) Keyboard technique exercises that emphasize various technique areas (keystroke, return, shift keys, and space bar).
- (2) Keyboard timed and untimed paragraphs for one minute.
- (3) Compute gross words per minute.

### INSTRUCTIONAL INPUT/MODELING

Teacher will time the students as they keyboard the paragraphs for speed practice and review the procedure for computing gross words per minute.

### CHECKING FOR UNDERSTANDING

Teacher will check the students' computation of their final speed drill for accuracy.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 16, pages 25-26.

## LESSON 22

### OBJECTIVES

The goals of this lesson are for the students to master letter reaches and sequences and improve keyboarding technique and speed.

Students will:

- (1) Keyboard lessons that emphasize various letter sequences.
- (2) Keyboard at 15-, 20-, and 30-second intervals.
- (3) Keyboard timed and untimed practice drills for one-minute intervals.
- (4) Compute gross words per minute.

### INSTRUCTIONAL INPUT/MODELING

Teacher will demonstrate proper keystroking for various letter sequences and time students during practice speed drills. A review of the procedure for computing gross words per minute will also be given.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 17, pages 27-28.

## LESSONS 23-24

### OBJECTIVES

The goals of this lesson are for students to continue to master letter reaches, and keyboarding speed through practice and drills.

Students will:

- (1) Keyboard letter reach and sequence drills.
- (2) Keyboard for two-minute intervals.
- (3) Compute gross words per minute.

### INSTRUCTIONAL INPUT/MODELING

Teacher will time students for two-minute intervals and review the procedure for computing gross words per minute if necessary.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lessons 18 and 19, pages 28-30.

## LESSON 25

### OBJECTIVES

The goal of this lesson is for students to improve keyboarding speed and technique.

Students will:

- (1) Select a practice goal and keyboard to reach that goal.
- (2) Keyboard a technique check (lesson 19d, page 30) and select an enrichment activity on the basis of the results of the technique check.

### INSTRUCTIONAL INPUT/MODELING

Teacher will explain the "guided writing" whereby a student selects a practice goal and strives to reach or maintain that goal during practice. Teacher will query students regarding their goal so that goals are not set too low or too high.

### CHECKING FOR UNDERSTANDING

Teacher will observe students during the guided writing drills.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 20, pages 30-31.

## LESSON 26

### OBJECTIVES

The goals of this lesson are for students to: (a) improve response patterns whereby short, balanced-hand words would be keyboarded at top speed; one-hand difficult words would be keyboarded letter by letter; and combination words containing both one-hand and balanced hand words would be keyboarded with a combination response, and (b) to learn to keyboard from handwritten copy.

Students will:

- (1) Keyboard response pattern drills.
- (2) Keyboard material from handwritten copy.

### INSTRUCTIONAL INPUT/MODELING

Teacher will explain response patterns and demonstrate a sample rhythm for one-hand, balanced-hand, and combination words.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 21, pages 32-33.

## LESSON 27

### OBJECTIVES

The goals of this lessons are for students to improve their keyboarding and speed on the Fastype tutorial program.

Students will:

- (1) Keyboard beginner drills for alphabetic key review.
- (2) Keyboard 3- and 4-letter groups for improvement of keyboarding speed and response patterns.

### INSTRUCTIONAL INPUT/MODELING

Teacher will explain the purpose of the drills and assist students as needed.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Fastype tutorial drills.



## LESSON 28

### OBJECTIVES

The goals of this lesson are for students to improve response patterns, learn to keyboard from rough-draft copy and use proofreader's marks, and measure speed through timed writings.

Students will:

- (1) Keyboard response pattern drills.
- (2) Correct and keyboard paragraphs containing proofreader's marks.
- (3) Practice two- and three-minute timed writings for speed measurement.

### INSTRUCTIONAL INPUT/MODELING

Teacher will review response pattern keyboarding, explain the proofreader's marks and their purpose, and time students for two-and three-minute intervals.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 23, pages 34-35.

## LESSON 29

### OBJECTIVES

The goal of this lesson is to measure student speed and skill through a performance test. (Appendix C, Performance Test I).

#### Grading for the Timed Test for Speed Measurement

- (1) Three one-minute timed writings to be scored as follows (60% of test grade):

26-29 words per minute = A

22-25 words per minute = B

18-21 words per minute = C

17 & below = D

#### Grading for Paragraphs for Application Skill

- (2) Two indented paragraphs containing hand-written material, proofreader's marks, and capitalized words for skill transfer measurement (40% of grade).

## LESSON 30

### OBJECTIVES

The goals of this lesson are for students to check their keyboarding speed and complete practice drills to improve problem areas.

Students will:

- (1) Check keyboarding speed through two- and three-minute timed writings.
- (2) Keyboard enrichment activities based on the speed checks that will be keyboarded from lesson 25d.

### INSTRUCTIONAL INPUT/MODELING

Teacher will time students for two- and three-minute intervals and monitor students' enrichment activities.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 25, pages 36-37.

## LESSON 31-35

### OBJECTIVES

The goal of this series of lessons is for students to learn to type the numeric keys by touch with good technique. The location of frequently used symbol keys and the correct fingers that should be used for striking them will be covered for familiarity only.

Due to the difficulty and frustration often encountered when learning number and symbols keys, these lessons have been designed so that students may progress at their own pace during a one-week period set aside for learning those keys.

Students will:

- (1) Begin each lesson by keyboarding the introductory conditioning practice which includes a review of the alphabet, fluency practice, plus one additional technique-improvement drill.
- (2) Follow the standard plan for learning new keys.

### INSTRUCTIONAL INPUT/MODELING/CHECKING FOR UNDERSTANDING

Teacher will monitor and assist students with the numeric/symbol practice during this period.

### GUIDED PRACTICE

Lessons 26-30 will be keyboarded and printed. Students will submit these lessons at the end of the week as a unit assignment.

## NUMERIC KEY PRACTICE

### Assignment Sheet

#### DIRECTIONS:

The objective of this assignment is for you to learn to keyboard the numeric keys by touch using good technique and to become familiar with the location of the frequently used symbol keys and the proper fingers to use on those keys.

- \* Carefully follow the directions for the reach technique for each key.
- \* Keyboard all lines three times.
- \* Staple and turn in lessons 26-35 as a unit at the end of the week.

#### Lesson 26, pages 39-40.

1. Conditioning practice 26a.
2. Keyboard practice for the 4 and 8, 26b-26d.

#### Lesson 27, pages 40-41.

1. Conditioning practice 27a.
2. Keyboarding technique: response patterns, 27b.
3. Keyboard practice for the 3 and 7, 27d.

#### Lesson 28, pages 41-42.

1. Conditioning practice, 28a.
2. Technique improvement for the service keys (space bar, shift keys and lock, and tabulator), 28b.
3. Keyboard practice for the 5 and 9, 28c and d.

#### Lesson 29, pages 42-43

1. Conditioning practice, 29a.
2. Keyboard practice for the 2 and 0, 29b-29d.

#### Lesson 30, pages 43-44.

1. Conditioning practice, 30a.
2. Keyboard practice for the 6 and 1, 30c.

## SYMBOL KEY PRACTICE

### Assignment Sheet

Keyboard these lessons one time for familiarity only. The symbols contained in each lesson will be repeated for review in upcoming practice lessons. You will become proficient on the symbol keys that you commonly use in the future as you do your keyboarding for school, home or work.

Lesson 31, page 46 -- Conditioning practice, lesson 31a and lesson 31b, lines 1 and 2 only (dollar sign symbol).

Lesson 32, page 48 -- Conditioning practice, lesson 32a and lesson 32c, lines 1 and 2 only (percent symbol).

Lesson 33, page 49 -- Conditioning practice, lesson 33a and lesson 33b (the ampersand and the dash/hyphen).

Lesson 34, page 50 -- Conditioning practice, lesson 34a and lesson 34b and 34c (the apostrophe, underline, and the exclamation mark).

Lesson 35, pages 51-52 -- Conditioning practice, lesson 35a. lesson 35c (quotation marks and the asterisk).

## LESSON 36

### OBJECTIVES

The goals of this lesson are for students to improve their keyboarding speed and control and to use the backspacer for error correction.

Students will:

- (1) Locate the backspacer key on the keyboard and practice reaching the right little finger with a quick, sharp stroke.
- (2) Keyboard practice lessons for keyboarding and backspacer proficiency.
- (3) Keyboard two guided writings for three minutes each for speed measurement.
- (4) Use the backspacer for error correction when appropriate.

### INSTRUCTIONAL INPUT/MODELING

Teacher will demonstrate correct finger position and stroking for the backspacer key and time students during guided writings for three minutes each.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 36, pages 53-54.

## LESSON 37

### OBJECTIVES

The goals of this lesson are for students to improve their keyboarding technique, learn to divide words according to the standard rules of word division, and understand automatic wraparound whereby a word that won't fit at the end of a line is automatically dropped down to the next line.

Students will:

- (1) Keyboard technique improvement drills.
- (2) Keyboard the rules for word division and complete practice problems using the automatic wraparound feature.

### INSTRUCTIONAL INPUT/MODELING

Teacher will discuss the rules for word division and have students list similar words in each rule category.

### CHECKING FOR UNDERSTANDING

Teacher observation and review of the students' practice problems during the completion of the assignment.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 37, pages 55-56.



## LESSON 38

### OBJECTIVES

The goal of this lesson is for students to improve their keyboarding speed through guided writings and to improve their word-division skills.

Students will:

- (1) Keyboard three guided writings for three minutes each.
- (2) Review the rules of word division and complete a word division practice exercise.

### INSTRUCTIONAL INPUT/MODELING

Teacher will time students for three one-minute intervals during the guided writings and list the rules of word division on the chalkboard with student participation.

### CHECKING FOR UNDERSTANDING

Various students will be called upon to specify appropriate rules for sample words; other students will be called upon to apply the rules.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 38, pages 56-57.

## LESSON 39

### OBJECTIVES

The goals of this lesson are for students to improve keyboarding technique, compose at the keyboard, and make corrections using the backspace, delete and arrow keys.

- (1) Keyboard review lessons.
- (2) Keyboard information about themselves which they will compose as they fill in sentence blanks from the text.
- (3) Use the backspace key to correct keyboarding errors.
- (4) Use the backspace, delete and arrow keys to correct keyboarding errors.

### INSTRUCTIONAL INPUT/MODELING

Teacher will have students keyboard a paragraph containing miscellaneous errors. Students will then be instructed as to how to make various corrections for error-free copy.

### CHECKING FOR UNDERSTANDING

Teacher observation and document check during keyboarding.

### GUIDED PRACTICE

Students will keyboard and print practice lesson 40, pages 59-60.

## LESSON 40

### OBJECTIVES

The goal of this lesson is to measure students' keyboarding skill and skills transfer through the administration of Performance Test II (Appendix D). Grading for the test will be based on the following:

#### Three Minute Timed Writing (60% of grade)

A = 23 gross words a minute

B = 21 gross words a minute

C = 19 gross words a minute

D = 17 gross words a minute and below

#### Grading for Paragraph for Application Skill (40% of grade)

Students will keyboard a paragraph containing numerical data, handwritten material, and words for division for measurement of their skill transfer ability.

## NUMERIC KEYPAD SKILL DEVELOPMENT

## LESSON PLANS/OBJECTIVES

The numeric keypad on the computer is used when entering data of a predominantly numerical nature. Use of the keypad is faster and more efficient than using the numbers on the top row of the keyboard. The goal of this instruction is for the students to be able to operate the keypad by touch with proper technique.

### LESSON 1

#### OBJECTIVES

The goals of this lesson are for students to learn the correct operating position, correct keystroking, home key finger position, the home keys, zero, and Enter keys.

Students will:

- (1) Read the introduction to operating a numeric keypad and finger and body position, pages 105-106.
- (2) Demonstrate correct operating position and keystroking.
- (3) Complete practice exercises for the home keys (4, 5, and 6) and the zero and Enter keys.
- (4) Follow the standard plan for learning new keys.

#### INSTRUCTIONAL INPUT/MODELING

Teacher will outline the goals of the keypad instruction and demonstrate the correct operating position and keystroking technique. The standard plan for learning new keys will be reiterated.

#### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

#### GUIDED PRACTICE

Students will enter and print practice lesson 1, page 107.

## LESSON 2

### OBJECTIVES

The goals of this lesson are for students to review all keys learned, learn the 7, 8, and 9 keys, and strike and release each key quickly with a steady pace.

Students will:

- (1) Complete review number drills for the 4, 5, 6, zero and Enter keys.
- (2) Complete practice exercises for the 7, 8, and 9 keys.
- (3) Follow the standard plan for learning new keys.

### INSTRUCTIONAL INPUT/MODELING

Teacher will demonstrate proper hand and keystroking position. The standard plan for learning new keys will be reiterated.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will key and print practice lesson 2, page 108.

## LESSON 3

### OBJECTIVES

The goals of this lesson are for students to reinforce keystroke learned, keystroke with the fingers and keep the hand still, and learn the 1, 2, and 3 keys.

Students will:

- (1) Complete review number drills for all keystrokes learned.
- (2) Complete practice exercises for the 1, 2, and 3 keys.
- (3) Follow the standard plan for learning new keys.

### INSTRUCTIONAL INPUT/MODELING

Teacher will demonstrate proper keystroking and reiterate the standard plan for learning new keys.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will enter and print practice lesson 3, page 109.

## LESSON 4

### OBJECTIVES

The goals of this lesson are for students to reinforce all keystrokes learned, enter data containing decimals, enter and edit data, and establish a speed goal and strive for it.

Students will:

- (1) Complete review number drills.
- (2) Complete practice exercises for the decimal key.
- (3) Complete data entry and editing exercises.
- (4) Complete three speed drills after selecting a speed goal.

### INSTRUCTIONAL INPUT/MODELING

Teacher will review the standard plan for learning new keys, demonstrate the hand position for the decimal key, and assist students in selecting an appropriate speed goal.

### CHECKING FOR UNDERSTANDING

Oral feedback from students on their selected goals and teacher observation during guided practice.

### GUIDED PRACTICE

Students will enter and print practice lesson 4, page 110.



## LESSONS 5-6

### OBJECTIVES

The goals of these lessons are for students to reinforce all keys learned, improve keyboarding facility, and enter and total data using the calculator subfunction contained on the application program. Students' performance on the ten-keypad will be measured as well.

Students will:

- (1) Complete review exercises.
- (2) Enter and edit selected problems.
- (3) Enter and total selected problems.
- (4) Complete speed measurement drills.
- (5) Submit the final speed measurement drill to serve as the ten-key data entry test.

### INSTRUCTIONAL INPUT/MODELING

Teacher will time students during speed measurement drills and explain and demonstrate the use of the calculator subfunction.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Students will key and print practice lessons 5 and 6, pages 110-111.

## PERSONAL APPLICATIONS

## INTRODUCTION

In order to maximize the personal applications aspect of the course, most of the material in this section will be composed and produced by the students. Selected documents will be edited and distributed as follow-up lessons for revisions. Letters of application will be produced in response to actual job openings in the local newspaper, and actual employment applications from local employers who typically hire students such as McDonald's and Burger King will be completed by the students.

The goals of this section are to continue to develop student keyboarding proficiency through the provision of a 10-minute practice session at the start of each class period and weekly timed measurement activities as well as through real-life application of the skills that the student will learn. Students who desire to learn more advanced applications of word processing may enroll in the Word Processing I course.

## LESSON PLANS/OBJECTIVES

### WEEK 1

#### OBJECTIVES

The goals for this week are for students to improve keyboarding technique, learn to format personal notes, make basic error corrections, delete old files from their diskettes, and create appropriate names for new files.

Students will:

- (1) Keyboard a 10-minute practice drill from the FastType tutorial program at the start of each class period.
- (2) Create, name, and print assigned documents in block style.
- (3) Calculate and set line length for a 50- or 60-space line using PICA type.
- (4) Set one-inch top margins.
- (5) Set single spacing.
- (6) Make basic error corrections:
  - (a) Use the backspace key.
  - (b) Delete and/or insert characters, words, sentences, or paragraphs.
  - (c) Use the global search and replace feature.
- (7) Store, retrieve, and edit documents as assigned.
- (8) Keyboard three three-minute timed writings at the end of the week for performance measurement.

## INSTRUCTIONAL INPUT/MODELING

Teacher will:

- (1) Instruct and guide students through the steps involved in accessing the directory and deleting unwanted files.
- (2) Instruct students on the creation of valid filenames for their documents.
- (3) Explain block style format for personal notes and demonstrate same through the use of an overhead transparency.
- (4) Instruct students on how to determine appropriate line spacing and line length for documents as well as how to calculate line length based on 10-pitch (PICA) or 12-pitch (ELITE) type.
- (5) Explain the number of spaces in a vertical inch for setting the top margin.
- (6) Explain and demonstrate the procedure for global search and replace.
- (7) Explain and demonstrate the procedure for adding and/or deleting characters, words, sentences, or paragraphs using the BACKSPACE and DELETE keys and the REPLACE and ADD features of the application program.
- (8) Review proper keyboarding technique at the start of the class period practice session and administer timed writings at the end of the week for performance measurement.

## CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

## GUIDED PRACTICE

Personal notes, pages 63 and 64.

Revision of personal notes, pages 63 and 64 (addition and deletion of selected words).

Composition of two personal notes to friends and relatives.

Revision of composed notes (replacement of selected words).

## WEEK 2

### OBJECTIVES

The goals for this week are for students to (a) improve keyboarding technique, (b) format, print, and edit personal business letters, (c) prepare large and small envelopes, and (d) properly fold and insert letters into envelopes.

Students will:

- (1) Keyboard a 10-minute practice drill from the Fastype tutorial program at the start of each class period.
- (2) Format line spacing, line length, and top margin.
- (3) Keyboard assigned letters in block style format, make basic error corrections, and edit as directed.
- (4) Compose a personal business letter requesting information.
- (5) Address envelopes in the United States Postal Service preferred format.
- (6) Keyboard three three-minute timed writings at the end of the week for performance measurement.

### INSTRUCTIONAL INPUT/MODELING

Teacher will:

- (1) Review proper keyboarding technique at the start of the class period practice session and administer timed writings at the end of each week for performance measurement.
- (2) Use a wall chart to describe a personal letter in block style format and to outline the parts of a personal letter.

- (3) Instruct students on the procedure for calculating line length, line spacing, and top margin on personal letters.
- (4) Mark selected student letters for revisions involving global replacement.
- (5) Explain the U.S. Postal Service format for letters which includes all information in capital letters, no punctuation, and address placement in the boundary read by post office scanners.

#### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

#### GUIDED PRACTICE

Personal letters on pages 64 and 65.

Student letter compositions.

Student letter revisions.

Envelope preparation and folding letters.

## WEEK 3

### OBJECTIVES

The goals for this week are for students to improve keyboarding technique, learn to center information in tables horizontally and vertically, and calculate column totals using the calculator subfunction in the application program.

Students will:

- (1) Keyboard a 10-minute practice drill from the FastType tutorial program at the start of each class period.
- (2) Calculate the number of vertical and horizontal inches on a standard sheet of paper 8-1/2 x 11 inches (PICA 10-pitch format).
- (3) Center titles, sentences, paragraphs, and poems on half and full sheets of paper.
- (4) Center two- and three-column tables horizontally and vertically on half and full sheets of paper.
- (5) Calculate column totals.
- (6) Keyboard three three-minute timed writings at the end of the week for performance measurement.

### INSTRUCTIONAL INPUT/MODELING

Teacher will:

- (1) Review the number of characters in a horizontal inch and the number of lines in a vertical inch.
- (2) Guide students through the calculations for preparation of columnar tables.
- (3) Instruct students on the use of the calculator subfunction.



- (4) Review proper keyboarding technique at the start of the class period practice session and administer timed writings at the end of the week for performance measurement.

#### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

#### GUIDED PRACTICE

Centering lines horizontally and vertically:

Lesson 47d, page 73

Lesson 48d, page 75

Lesson 49c, page 76

Lesson 49d, page 77

Lesson 50 a, b, and c, page 78.

## WEEK 4

### OBJECTIVES

The goals for this week are for students to improve keyboarding technique, review the preparation of the various documents covered to date, and complete Performance Test III (Appendix E) in order to evaluate mastery of basic word processing concepts and applications to date.

Students will:

- (1) Keyboard a 10-minute practice drill from the FastType tutorial program at the start of each class period.
- (2) Keyboard, print, edit, and reprint two personal notes as assigned.
- (3) Keyboard, print, edit, and reprint two personal business letters as assigned.
- (4) Keyboard, print, edit and reprint two columnar tables (two-column and three-column) as assigned.
- (5) Keyboard and store a personal note and personal business letter for revision for Performance Test III.

A performance test will be administered which will involve the revision of the personal note and personal business letter keyboarded and stored on the diskette on the previous day as well as the preparation of a two-column table.

Skill application will account for 100% of the test grade. Final speed measurement will be done at the end of the course.

## WEEKS 5-6

### OBJECTIVES

The goals for this week are for students to improve keyboarding technique and learn to arrange and prepare term papers and reports.

Students will:

- (1) Keyboard a 10-minute practice drill from the FastType tutorial program at the start of each class period.
- (2) Prepare one- and two-page reports and outlines with and without footnotes.
- (3) Set top and bottom margins of one inch (exception: page one will have a top margin of one and one-half inches).
- (4) Set side margins of one and one-half inch for the left one inch for the right.
- (5) Double space the body of the reports and indent paragraphs five spaces.
- (6) Number pages.
- (7) Format a reference page which can be used in lieu of footnotes.
- (8) Keyboard three three-minute timed writings at the end of the week for performance measurement.

### INSTRUCTIONAL INPUT/MODELING

Teacher will:

- (1) Explain appropriate margin settings for reports and term papers.
- (2) Explain page number placement.

- (3) Instruct and guide students through the formatting of footnotes.
- (4) Review proper keyboarding technique at the start of the class period practice session and administer timed writings at the end of the week for performance measurement.
- (5) Instruct students on the preparation of a reference page.

#### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

#### GUIDED PRACTICE

Lesson 53c, page 83 - one-page report without footnotes.

Lesson 54b, page 84 - one-page report without footnoes.

Lesson 54c, page 85 - footnote practice.

Lesson 55c, page 86 - outline preparation.

Lesson 55d, page 87 - two-page report with one footnote.

Lesson 56d, page 89 - two-page report with two footnotes.

Students will be encouraged to bring in term papers of their own for keyboarding. If they are unable to, teacher will provide term papers from personal file for preparation.

## WEEK 7

### OBJECTIVES

The goals for this week are for students to improve keyboarding technique and to learn to prepare letters of application, resumes and application forms.

Students will:

- (1) Keyboard a 10-minute practice drill from the FastType tutorial program at the start of each class period.
- (2) Compose and prepare a personal resume.
- (3) Prepare handwritten draft copies and final copies of employment applications using the type-through feature of the Fas-Type tutorial program.

### INSTRUCTIONAL INPUT/MODELING

Teacher will:

- (1) Provide handouts (Appendixes G and H) for the resume and employment application letter formats.
- (2) Assist students individually as they compose their resumes and prepare their employment applications.
- (3) Assist students individually as they compose their letters of application for job openings that will be taken from the local newspaper.
- (4) Review proper keyboarding technique at the start of the class period practice session and administer timed writings at the end of the week for performance measurement.
- (5) Obtain copies of employment applications from local employers for student completion.

## CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

## GUIDED PRACTICE

Job application forms, resumes, and application letters.

## WEEK 8

### OBJECTIVES

The goal for this week are for students to improve keyboarding technique and review document preparation and revisions.

Students will:

- (1) Keyboard a 10-minute practice drill from the FastType tutorial program at the start of each class period.
- (2) Keyboard a resume and job application.
- (3) Keyboard a one-page report with one footnote.
- (4) Keyboard a two-page term paper without footnotes.

### INSTRUCTIONAL INPUT/MODELING

Teacher will review the instructions and format for each activity.

### CHECKING FOR UNDERSTANDING

Teacher observation during guided practice.

### GUIDED PRACTICE

Student prepared papers will be provided for keyboarding and revision.

## WEEK 9

### OBJECTIVES

The goals for this final week of the course are for students to improve keyboarding technique through practice drills on the FastType tutorial program, make up assignments, and keyboard assignments for other classes as time permits.

Students will complete Performance Test IV (Appendix F) which will include two three-minute timed writings, the preparation of a one-page report, a personal business letter, and a student employment application.

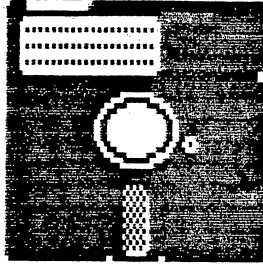
### INSTRUCTIONAL INPUT/CHECKING FOR UNDERSTANDING

Teacher will observe students and assist as necessary.



## APPENDIXES

# Getting Started



## Diskettes

Floppy diskettes are used to magnetically store data for later use. The stored information can be destroyed by exposure to magnetic fields, improper handling, small scratches or even a speck of dust. Always observe the following guidelines when handling diskettes:

1. Never place the diskette near any type of magnet.
2. Keep the diskette in its protective jacket whenever it is not in the disk drive. Store the diskettes in an upright position in the diskette case.
3. Handle the diskette at the label end -- never touch the diskette's exposed surface. Insert the diskette label side up.
4. Never use erasers, pen, pencil, paper clips, staples, or rubber bands on the diskette.
5. Never bend or fold the diskette.

## Disk Drives

The disk drive works like a tape recorder. Insert the diskette into the disk drive in much the same way that you would insert a cassette tape into a recorder. The diskette spins at a high speed inside the drive writing new information onto the diskette as you keyboard or reading information that you want to find that has already been keyboarded and stored on the diskette.

The bottom disk drive is the primary drive (Drive A). The upper drive is the secondary drive (Drive B). We will operate from the primary drive and file data onto a diskette in the secondary drive.

## GETTING STARTED

IMPORTANT: Make sure the red drive activity light is off before removing your diskette from the disk drive. The activity light is on whenever the disk drive is reading or writing onto a diskette. Removing the diskette at that time can destroy the data on the diskette.

### Starting the Lesson

- Step 1    Open the disk drive door labeled "Drive A."
- Carefully remove the program diskette from its protective jacket and insert it (label side up) into Drive A.
- Step 2    Remove your data diskette and insert it (label side up) into the drive labeled "Drive B."
- Step 3    Close the drive doors by turning the levers clockwise.
- Step 4    Turn on the computer and monitor.
- Step 5    When the message appears on the screen requesting the correct date and time, press "Enter" twice to bypass those requests.
- Step 6    The system prompt (an "A") will appear, and you can now instruct the computer to load the DeskMate word processing application program. Keyboard "Desk" at the "A" prompt.
- You will hear the disk drive make a whirring sound while the program is being loaded. The red activity light will glow while the computer is reading the diskette.
- Step 7    The DeskMate main menu will appear. Press the down arrow key to highlight "Text." Press "Enter" and a blank screen will appear. The blank screen will serve as the paper for your daily assignments. Press F10 to swap drives in order to file your data in Drive B on your data diskette.

When the request "Enter Filename" appears at the bottom of the screen, give your file the same name as the lesson you are working on (example: Lesson 1 would be L1; Lesson 2 would be L2, etc.).

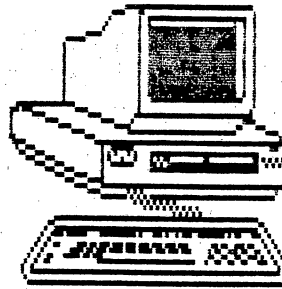
## GETTING STARTED

### Ending the Lesson

When you have finished your assignment, you will need to print a hard copy to turn in and exit the application program.

- Step 1      Press the "Home" key located on the keypad to return to the beginning of your document.
- Step 2      Press the "Print" key also located on the keypad. All pages of your assignment will be printed.
- Step 3      Press F12 once to return to the Main Menu, and once again to return to the "A" prompt. (REMOVE DISKETTE AT THE "A" PROMPT ONLY!!)
- Step 4      You may now open the drive doors and remove your diskettes. Place them in their protective jackets, and return them to the diskette case.

# Microcomputer Intro



## THE MICROCOMPUTER SYSTEM AND KEYBOARD

- # Read THE SYSTEM UNIT AND KEYBOARD in the operation manual, pages A-11 through A-16.
- # Answer the following questions on a separate sheet of paper.

=====

1. List the two parts of the system unit of the Tandy 1000 SX.
  - \* Note: The monitor (screen or video display terminal) is not a part of the system unit.
2. The keyboard attaches to the front of the unit. What advantage does this arrangement give the user?
3. List the three sections of the keyboard.
4. What will happen if you hold down a character key or number key on the keyboard?
5. \* The FUNCTION keys are program-specific. Their function will depend on the program that you run.
6. Is the CONTROL key used alone or in combination with other keys?
7. What happens when the CAPS lock key is pressed?
8. List the function of the ENTER key that is located with the typewriter keys.
9. Is the ALTERNATE (ALT) key used alone or in combination with other keys?
10. List the function of the HOLD key.
11. List the function of the NUM LOCK key.
12. List the function of the HOME key.

## MICROCOMPUTER INTRO

13. What happens when the SHIFT and PRINT keys are held down at the same time?
- 14.\* The cursor is the blinking position marker that will appear on the screen.
15. What happens when one of the ARROW keys is pressed?
16. The numeric keypad is arranged the same as a calculator keypad. Which key is pressed along with the number in order to produce a number on the keypad?
- 17.\* If extensive numbers are to be entered, the NUMBER LOCK key is used. You can then key numbers without pressing the key listed in no. 17.
18. List the function of the DELETE key.
19. List the function of the ENTER key on the numeric keypad.

## APPENDIX C

### PERFORMANCE TEST # I

- (1) Three three-minute timed writings will be given from Lesson 21d, page 33. Calculate your gross words per minute, proofread, and circle the errors. The best of the three timings should then be circled for grading.

- (2) Key the following handwritten paragraph. Proofread and circle errors.

Thank you for your kind invitation  
to the Student Council Presidents Award  
Banquet next month. I LOOK FORWARD  
TO THE PLEASURE OF MEETING SOME OF  
THE PRESIDENTS FROM OTHER SCHOOLS.

- (3) Make the edited corrections as you key the following paragraph.

*word processor*  
Q when you compose at a ~~typewriter~~<sup>word processor</sup> you will find that it  
is very helpful to you<sup>to</sup> because you can get your thoughts  
on<sup>to</sup> paper very rapidly. Q You don't need to worry about  
typographical errors because<sup>it</sup> is easy to correct them at  
the typewriter.

*word processor*

## APPENDIX D

### PERFORMANCE TEST # II

(1) Three three-minute timed writings will be given from Lesson 40b, page 59. Calculate your gross words per minute, proofread, and circle the errors. The best of the three timings should then be circled for grading.

(2) Key the following words and divide each word with a hyphen at every point where the word can be properly divided according to the rules of word division.

- a. syllable
- b. jelly
- c. confess
- d. reduce
- e. tell
- f. assignment
- g. vice squadron
- h. haven't
- i. remit
- j. show-off
- k. belly
- l. harness

(3) Key the following paragraph, proofread, and circle errors.

An error was made on check no. 345 dated March 12, 1987. As you can see from the enclosed copy, I mistakenly wrote the check for the amount of \$47.00 instead of \$47.70, which is the actual amount due. The .70 shortage is enclosed in coins.

*Please send my class ring as soon as possible. I am anxious to show it to my family.*



## APPENDIX E

### PERFORMANCE TEST # III

(1) Print a copy of the personal note to Margie Henson and the personal business letter to Clover Leaf Department Store that are filed on your diskette.

(2) Edit the files as shown on the attached handouts and submit along with the original copies.

(3) Prepare a two-column table on a full sheet of paper. Center the table horizontally and vertically. Place six spaces between the two columns.

#### TOP RATED TELEVISION SHOWS

The Cosby Show	Family Ties
L. A. Law	60 Minutes
M. T. V.	Beauty and the Beast
Dynasty	Dallas
Phil Donahue	Ophra Winfrey
Wheel of Fortune	Love Connection
Cagney & Lacey	Growing Pains

APPENDIX E

PERSONAL NOTE - MARGIE HENSON

(Filename: Margie)

April 3 <sup>1</sup>

Dear Margie:

- 5 Believe it or not, I am keying (not typing mind you) this note to you on a computer! I know I told you I hated the things last year, but that was before I enrolled in a keying class and found out how useful ~~the things~~ <sup>computers</sup> can really be. I have already begun to use my keying skills in my English class, and my English teacher loves the results.
- 5 I plan to enroll in Word Processing next semester and really learn much more about the wonderful world of word processing and computers.

Tell Nora <sup>and Sam</sup> I said hello. See you soon.

Love,

Anna

Insert here:  
In addition to keyboarding, we are learning to prepare letters, reports, and other neat goodies.

APPENDIX E

PERSONAL BUSINESS LETTER - CLOVER LEAF DEPT. STORE

(Filename: Clover)

1234 East Western Avenue  
San Bernardino, CA 92400  
May 17, 1987  
20

*Change city to Colton; zip 92324*

Credit Department  
Clover Leaf Department Store  
457 Valley Boulevard  
Rialto, CA 92376

*Address to attention of  
E. L. Miller, Manager*

Gentlemen:

I read with interest that your store is now providing limited charge accounts to high school students who have been working continuously for one year for at least 20 hours per week. I would like to apply for your student charge account.

I am a senior at Cajon High School and have been working at McDenny's Burgers for the past year and a half. My supervisor, Mr. Lee Arnold, has given me permission to use his name as a reference.

Please send an application blank to me at the above address.

Cordially yours,

*Sincerely*

(YOUR NAME)

## APPENDIX F

### PERFORMANCE TEST # IV

- (1) Two three-minute timed writings will be given from lesson 48c, page 74. Calculate your gross words per minute, proofread, and circle the errors. The best of the two timings should then be circled for grading.
- (2) Key and print the attached one-page report and business letter.
- (3) Complete the attached employment application.

APPENDIX F

PERSONAL BUSINESS LETTER

1883 Calimesa Road  
San Bernardino, CA 92400  
April 14, 1987

Mr. Thomas Thompson, Director  
ABC Computer Institute  
2244 El Camino Avenue  
Huntington Beach, CA 91011

Dear Mr. Thompson:

My word processing instructor, Ms. Irma Johnson, suggested that I write to you because of my interest in computer programming and computer technology.

I am currently enrolled in San Bernardino Valley College and would like to pursue a career in computer programming. I have been able to maintain a B+ average in all of my math, word processing, and computer technology courses to date.

Would you please send me a copy of your school catalog at your earliest convenience.

Sincerely yours,

(YOUR NAME)

## APPENDIX F

### ONE-PAGE REPORT

#### OUR SELF IMAGE

The self image is the picture or evaluation that we have about ourselves. It is formed as a result of our intrapersonal communication system wherein we take in and interpret information from inside and outside of ourselves to come up with a picture of what we think we are.

The self-image can be positive or negative--based on the types of inputs and experiences that one has had. Whether the image is negative or positive, we attempt to maintain it and protect it. It is possible, however, to reshape a negative self-image in order to become a happier and healthier person. A person will be much happier with a realistic and positive self image than with a negative image of himself or herself.

The development of a realistic self image is the prerequisite for self satisfaction and actualization as well as for having effective and affective relationships with others. When one possesses a realistic self image, he or she can then read others more validly and establish a foundation for successful interpersonal communication.

APPENDIX F

STUDENT EMPLOYMENT APPLICATION

(PLEASE PRINT)

Name \_\_\_\_\_  
Last First Middle

Address \_\_\_\_\_  
Number Street City State Zip

Telephone Number ( ) Social Security No. \_\_\_\_\_

Birthdate \_\_\_\_\_ Present Grade \_\_\_\_\_

=====

Position desired: \_\_\_\_\_

Other positions for which you are qualified: \_\_\_\_\_

Can you work other than a day shift? \_\_\_\_\_ Yes \_\_\_\_\_ No

Do you have a current driver's license? \_\_\_\_\_ Yes \_\_\_\_\_ No

Driver's license number \_\_\_\_\_ State \_\_\_\_\_ Expires \_\_\_\_\_

=====

SCHOOL NAME & CITY	MAJOR AREA OF STUDY	DATES ATTENDED
		From To

High School \_\_\_\_\_

Jr. High \_\_\_\_\_

List any special courses or training that you have taken in school that will help you in the position being applied for:

No. of days absent during the last school year \_\_\_\_\_

=====

SUBMIT TWO LETTERS OF RECOMMENDATION FROM TEACHERS OR EMPLOYERS WITH THIS APPLICATION.

=====

APPENDIX G

PERSONAL DATA SHEET

Directions: There are many different styles of personal data sheets. Below is the format for one of them. Type in all the information to complete the form about yourself.

PERSONAL DATA SHEET

Present Address: \_\_\_\_\_ Telephone: \_\_\_\_\_  
\_\_\_\_\_

PROFESSIONAL OBJECTIVES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EDUCATION

Elementary School: \_\_\_\_\_

Middle/Junior High School: \_\_\_\_\_

High School: \_\_\_\_\_

High School Major: \_\_\_\_\_ Minor: \_\_\_\_\_ G. P. A. \_\_\_\_\_

SCHOOL ACTIVITIES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WORK EXPERIENCE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REFERENCES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Visit your public or school library and do some research on different styles of personal data sheets. Decide which one you like best and prepare a data sheet using that format.



## LETTER OF APPLICATION

Directions: In the space provided below, compose in rough draft, script form, an answer to the advertisement for a typist. Use three paragraphs in your letter. In paragraph one try to get the attention of the reader and tell why you are writing. In paragraph two, explain your qualifications for the job. In paragraph three state that you are available at their convenience for an interview and that you can start immediately. Then retype your letter on a separate sheet of paper using a good letter style and turn in both papers to your teacher.

### **TYPIST**

INTERVIEW a monthly magazine about famous people needs a full time typist. Minimum 30 W. P. M. Accuracy and proofreading skills a must. Will train. Write:

INTERVIEW

10 Printer Place,

NY, NY 10030 Mr. Famous



Read your local newspaper's classified advertisement section to find a job that you might be interested in; compose a letter of application for this job. Save your letter for future reference.